

# Character and Citizenship Education

Primary 3 & 4

Learners driven by Passion . Leaders guided by Values  
*Respect . Responsibility . Resilience . Integrity . Care . Harmony*



# **Focus of Character and Citizenship Education (CCE) at West Spring**

To develop students who

- are grounded in school values
- take ownership in character development
- are rooted to Singapore
- are wise in making responsible decisions



# We aim to develop the following in our students:

Resilience and  
Social-Emotional  
Well-Being

Good Character



Future Readiness

Active Citizenship

# **CCE Lessons on value and social emotional competencies**

The explicit teaching of values and social emotional competencies is conducted through the following lessons:

- Form Teacher Guidance Period (FTGP)
- CCE Mother Tongue Languages - CCE(MTL)

## **Social Emotional Competencies explicitly nurtured through FTGP (Non-exhaustive)**

- Cultivate a positive perception of oneself.
- Recognise that actions can be taken to develop one's best self
- Understand the relationship between thoughts, emotions and behaviours. Understand the need to regulate emotions for positive outcomes.
- Know strategies for self-control for impulsive behaviour and how to seek help. Recognise when one lacks self-control/ acts impulsively.
- Cultivate a sense of hope and gratitude.
- Develop a positive mindset. Understand the need for resilience when faced with change and/or challenges.
- Develop sensitivity to social cues and communicate respectfully.
- Recognise the power of peer influence. Build self-confidence to resist peer pressure.
- Understand the value of working in teams. Work in a supportive and respectful manner with others.
- Respect and be sensitive to the different feelings and thoughts of others.
- Choose actions and decisions that are responsible towards oneself and others
- Recognise other perspectives in decisionmaking or forming opinions.



# Values explicitly taught through CCE (MTL)

## Responsibility



I know my duty and carry it to the best of my ability

## Care



I show care and concern for others

## Respect



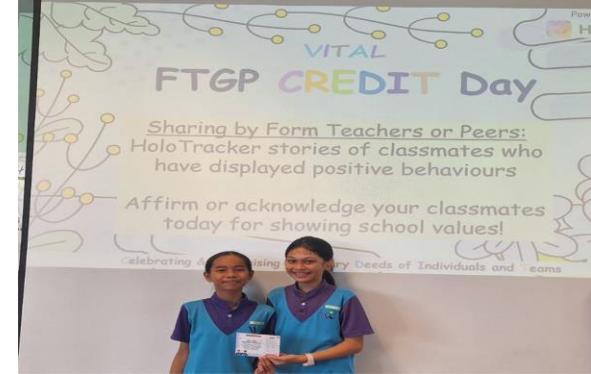
I will be respectful and considerate to others

## Harmony



I work and interact well with others

## Integrity



I am honest and will stand up for what is right

## Resilience



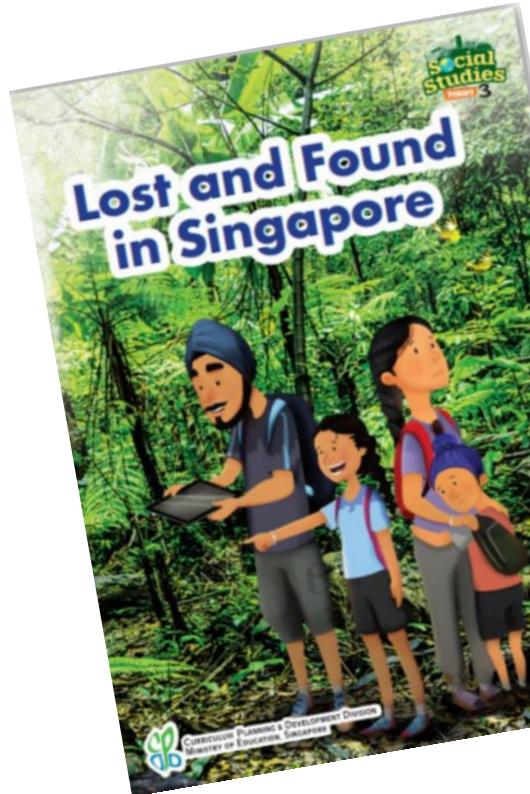
I will never give up easily

# Citizenship Dispositions

- Citizenship Education is explicitly taught through Social Studies and Values in Action (VIA) programme.
- Through these, we hope to nurture the following citizenship dispositions in our students:
  - Sense of Belonging
  - Sense of Identity
  - Sense of Reality
  - Will to act



# Focus of Social Studies



## Level of Study

Understanding Singapore's Environment and Challenges(P3)

Understanding Our Past(P4)

## Inquiry Focus

What is Singapore's environment like and how do we overcome the challenges we face? (P3)

How is Singapore today shaped by what happened in the past? (P4)

# Values in Action (VIA)

- . Values in Action (VIA) provides the platform for students to serve the needs of the community in a variety of ways.
- . Through VIA, students will have the opportunities to learn and care about Singapore, demonstrate active citizenship, learn skills and values related to working in groups and interacting with others in the public sphere.

# Values In Action (VIA)

We can  
Contribute  
Beyond  
(Volunteerism)

We can Contribute  
(Level VIA)

I can Contribute  
(Personal)

## Volunteerism (Student-Initiated Projects)

Selected students may even volunteer and initiate VIA projects through our partnerships with external agencies to contribute further to the community.

## Level VIA (Student-Initiated Activities)

For level VIA, lesson time is allocated for students to brainstorm and plan projects that contribute to family, school and community.

## Everyday Responsibilities

At the personal level, students develop a sense of responsibility and care for their own shared spaces and adopting sustainable practices in school and at home



# **Every school experience is a CCE lesson**

- CCE is also **implicitly** taught through all other school subjects and programmes.
- Students are given opportunities to be guided to learn, apply and demonstrate values, character, social-emotional competencies, and citizenship dispositions.



# Process-orientated approach in CCE Assessment

- Students' character growth and development are aspects of learning that are not easily measured.
- A process-oriented approach is adopted in the assessment of CCE that aims to encourage students' character growth and development. It is a continuous process that occurs through a variety of experiences.
- Teachers encourage students to work towards developing their best selves by giving them timely and meaningful feedback on their behaviour, actions, and choices.
- Students will have an understanding of where they are in their learning and what to do next to progress further.



# CCE Assessment in West Spring Primary School

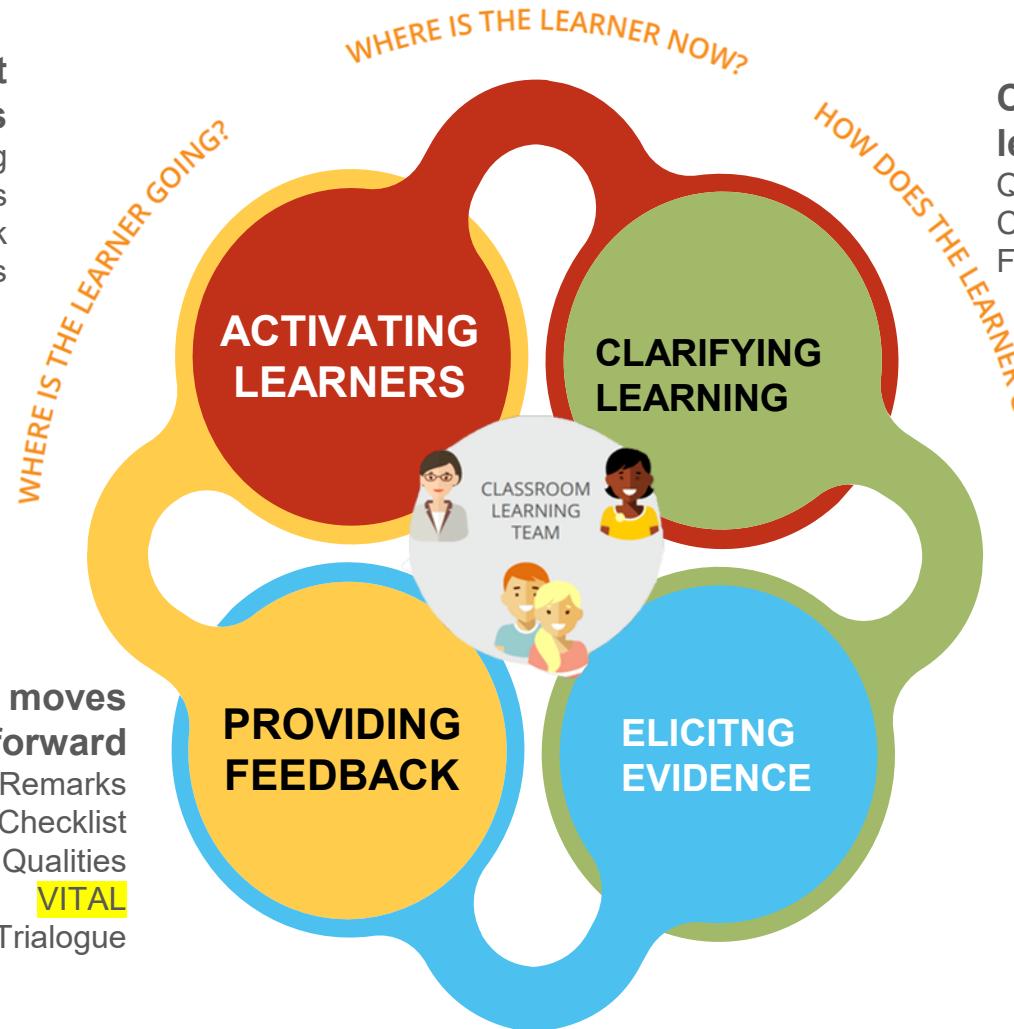
Activating learners to support themselves and their peers

Questioning  
Discussions  
Group work  
Teachable Moments



Providing feedback that moves learners forward

Comments/ HDP Remarks  
Rubrics/ Checklist  
Personal Qualities  
**VITAL**  
Trialogue



Clarifying learning with and for learners

Questioning  
Conferencing  
Feedback/ Comments



Eliciting evidence of learning through a variety of methods

Activity Book  
Teacher Observations  
Behavioural Indicators  
Teacher Observations  
Peer Observations  
Performance Tasks  
Presentations  
Projects  
Reflections  
Rubrics





Values Identified Through the Actions of Learners

Harmony

Resilience

Integrity

Respect

Responsibility

Care

Show Care to  
Self & others

Harness  
Communication  
& Connection

Ignite  
Creative &  
Critical  
Thinking  
Nurture  
Passion

Empower  
Confidence



# VITAL @ West Spring Primary



Evolving character development to look at students ***holistically***.



Supporting students' character growth and social-emotional development through ***observation, affirmation, feedback and reflection***.



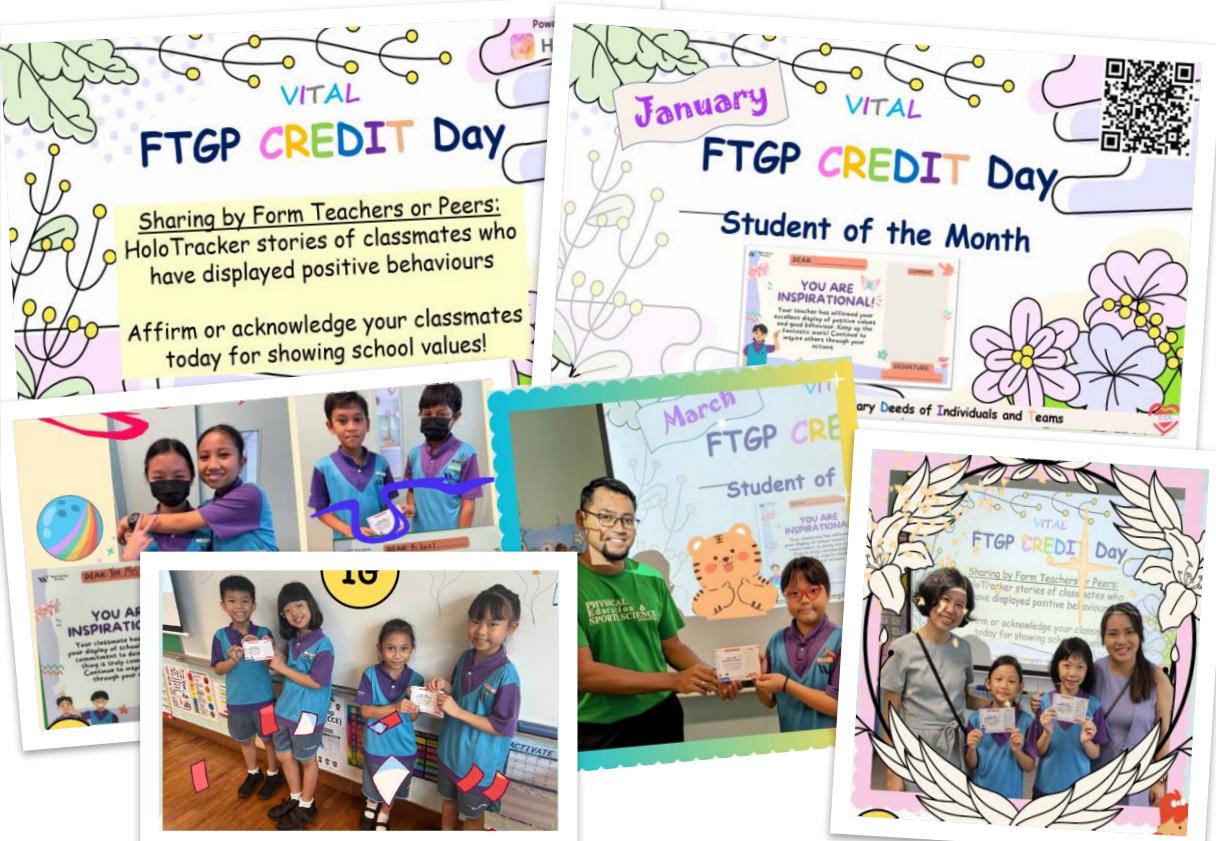
Analysing students' character growth over time with data collected using **HoloTracker AI technology**.



***Partnering parents*** to create a nurturing family environment that contributes positively to students' character and social development.



# VITAL @ West Spring Primary



**Weekly *FTGP CREDIT Day* provides opportunities for teacher and peer affirmation of students who have displayed positive behaviour.**

**Reflection Activity**  
My Reflective Journal:  
Our character development journey is an ongoing process of evolving our values, beliefs, behaviours and character traits. Strive to become the best version of yourself.  
Pick any of the reflection questions below and begin your journaling experience.  
a) What is something new you learned about yourself?  
b) What is one thing you would like to improve about yourself?  
c) What are three traits, behaviours or values that you are proud to see in yourself? Tell us why.  
d) How do you see yourself becoming a positive influence on your peers and family?  
Reflect on your actions, thoughts and feelings and set goals to guide character growth. You may present your journal entry through these modes:  
- A video entry of mindmaps, drawings, self-portraits, character goal action plans, gratitude  
- A text entry of affirmation notes/letters/cards to self, or diary entries  
Respond here  
Upload Video [1 min]

Checking in!

**S** Show care for Self & Others

**H** Harness Communication & Connection

**I** Ignite Creative & Critical Thinking

**N** Nurture Passion

**E** Empower Confidence

Have you been practising our SHINE Aspirations?

Goal of the Week:  
"I set goals and put in time and effort to achieve them."

Let's set a simple/short-term goal for ourselves this week! What is your goal for the week? How do you plan to work towards it? Share your thoughts!

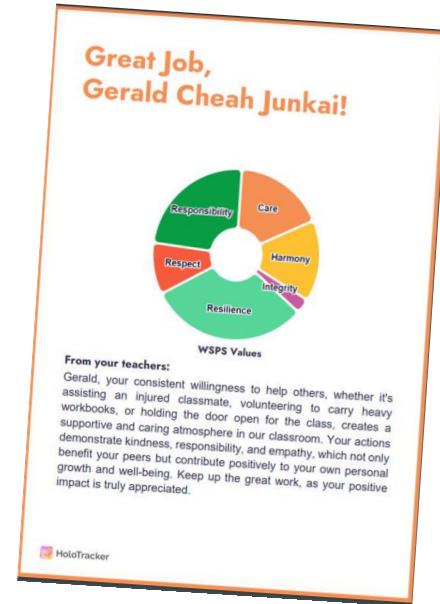
**HoloTracker's 'My Reflection Journal' tool provides opportunities for peer and self-affirmation to boost students' confidence and raise self-esteem.**

**Regular *SHINE check-ins* during *FTGP* provide opportunities for students to practise **SHINE (21CC)** action statements and work towards our West Spring **SHINE Aspirations** goals.**

# VITAL @ West Spring Primary



Use of HoloTracker by form, subject, CCA, POP teachers and fellow students to capture moments of students' character growth.



Consolidation of teacher and peer observations into *Holo Student Cards for parents, teachers and students to engage in meaningful conversations, and nurture and motivate students into forming sound values and good habits.*

# VITAL @ West Spring Primary

How can parents support their child in their VITAL@West Spring character development journey?



- Log in to your child's HoloTracker account regularly to view the teacher or peer observations logged by your child's teachers and classmates.
- Engage your child in regular conversations on his/her experiences and feelings of displaying positive behaviour and school values.
- Guide your child in setting character development goals or tiny habits and motivate his/her to achieve them.
- Encourage your child to practise regular reflective journaling by logging entries using HoloTracker's reflection feature.
- Communicate a vocabulary for good character to help your child identify positive traits and reflect on his/her words and actions.
- Affirm positive traits and encourage positive behaviour in your child.

# Values Education at Home

- Students benefit the most when the home and school environments are attuned to each other.
- Parents are strongly encouraged to emphasise and demonstrate the school values to support their child's holistic development.



# PARENTS AS KEY PARTNERS



Greet the staff in school when they meet them.



Parents

**Greet parents and family members in the morning.**



Return the used utensils after finishing their meals during recess.

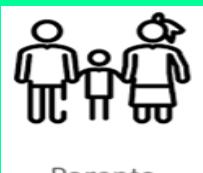


Parents

**Encourage your child to carry out simple chores at home.**



Try again and not give up when they experience difficulties or failures.



Parents

**Affirm your child's effort no matter how small it is.**



Understand their classmates better and learn how to get along well with others.

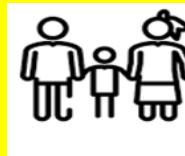


Parents

Encourage your child to make friends with neighbours and other children they meet in the neighbourhood.



Always be honest such as to return items that they have found to the rightful owner.



Parents

Role model examples of honest behaviour.

# Thank you

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